

Volume 2, July 2015 |

Spcial Issue

A COMPARATIVE STUDY OF PERSONALITY TRAIT AMONG HINDU AND MUSLIM COLLEGE STUDENTS

SANDIP KUMAR N. PATEL
DR. M. G. MANSURI

Scan this code in
your smart phone and
Submit Your Paper





The International Journal of
INDIAN PSYCHOLOGY

**A Comparative Study of Personality Trait among Hindu and
Muslim College Students**

Sandip Kumar N. Patel, Dr. M. G. Mansuri

Volume 2

Special Issue 2015

July 2015

Editor in Chief

Prof. Suresh M. Makvana, PhD

Editor

Mr. Ankit P. Patel

THE INTERNATIONAL JOURNAL OF INDIAN PSYCHOLOGY

This Issue (Volume 2, Special Issue) Published, July, 2015

Headquarters;

REDSHINE Publication, 88, Patel Street, Navamuvada, Lunawada, Gujarat, India, 389230
Customer Care: +91 99 98 447091

Copyright © 2015, IJIP | IJIP.IN

No part of this publication may be reproduced, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the prior written permission of RED'SHINE Publication except under the terms of a RED'SHINE Publishing Press license agreement.

ISSN (Online) 2348-5396
ISSN (Print) 2349-3429
ZDB: 2775190-9
IDN: 1052425984
CODEN: IJIPD3
OCLC: 882110133
WorldCat Accession: (DE-600)ZDB2775190-9
ROAR ID: 9235
Impact Factor: 4.50 (ICI)

Price: 500 INR/- | \$ 8.00 USD
2015 Edition

Website: www.ijip.in
Email: info.ijip@gmail.com | journal@ijip.in

Please submit your work's abstract or introduction to (info.ijip@gmail.com | www.ijip.in)

Publishing fees, 500 INR OR \$ 8.33 USD only (online and print both)

Editorial Board

The Editorial Board is comprised of nationally recognized scholars and researchers in the fields of Psychology, Education, Social Sciences, Home Sciences and related areas. The Board provides guidance and direction to ensure the integrity of this academic peer-reviewed journal.

Editor-in-Chief :

[Prof. Suresh M. Makvana, PhD](#)

INDIA

*Professor. Dept. of Psychology, Saradar Patel University. Vallabh Vidhyanagar, Gujarat,
Chairman, Board of Study, Sardar Patel University, Gujarat State*

Editor :

[Mr. Ankit Patel,](#)

Clinical Psychology

INDIA

Author of 20 Psychological Books (National and International Best Seller)

Editorial Advisors :

[Dr. D. J. Bhatt](#)

INDIA

Head, Professor, Dept. of Psychology, Saurashtra University, Rajkot, Gujarat,

[Dr. John Michel Raj. S](#)

INDIA

Dean, Professor, Dept. of Social Science, Bharathiar University, Coimbatore, Tamilnadu,

[Dr. Tarni Jee](#)

INDIA

President, Indian Psychological Association (IPA)

Professor , Dept. of Psychology, University of Patana, Patana, Bihar,

[Prof. C.R. Mukundan, Ph. D, D. M. & S. P](#)

INDIA

Professor Emeritus / Director,

Institute of Behavioural Science, Gujarat Forensic Sciences University, Gandhinagar, Gujarat.

Author of 'Brain at Work'

[Prof. M. V. R Raju,](#)

INDIA

Head & Prof, Dept. of Psychology, Andhra University, Visakhapatnam

Co-Editor(s):

[Dr. Samir J. Patel](#)

INDIA

Head, Professor, Dept. of Psychology, Sardar Patel University, Vallabh Vidhyanagar, Gujarat,

[Dr. Ashvin B. Jansari](#)

INDIA

Head, Dept. of Psychology, Gujarat University, Ahmadabad, Gujarat,

[Dr. Savita Vaghela](#)

INDIA

Head, Dept. of Psychology, M. K. Bhavanagar University, Bhavnagar, Gujarat,

Prof. Akbar Husain (D. Litt.) Coordinator, UGC-SAP (DRS - I) Department of Psychology, Aligarh Muslim University, Aligarh	INDIA
Dr. Sangita Pathak Associate Professor , Dept. of Psychology, Sardar Patel University, Vallabh Vidhyanagar, Gujarat	INDIA

Associate Editor(s):

Dr. Amrita Panda Rehabilitation Psychologist, Project Fellow, Centre for the Study of Developmental Disability, Department of Psychology, University of Calcutta, Kolkata	INDIA
Dr. Shashi Kala Singh, Associate Professor, Dept. of Psychology, Ranchi University, Jharkhand	INDIA
Dr. Pankaj Suvera Assistant Professor. Department of Psychology, Sardar Patel University, Vallabh Vidhyanagar, Gujarat,	INDIA
Dr. Subhas Sharma, Associate Professor, Dept. of Psychology, Bhavnagar University, Gujarat	INDIA
Dr. Raju. S Associate Professor , Dept. of Psychology, University of Kerala, Kerala,	INDIA
Dr. Yogesh Jogasan Associate Professor, Dept. of Psychology, Saurashtra University, Rajkot, Gujarat,	INDIA
Dr. Ravindra Kumar Assistant Professor, Dept. of Psychology, Mewar University, Chittorgarh, Rajasthan,	INDIA

Editorial Assistant(s):

Dr. Karsan Chothani Associate Professor , Dept. of Psychology, C. U. Shah College, Ahmadabad, Gujarat,	INDIA
Dr. R. B. Rabari Head, Associate Professor, SPT Arts and Science College, Godhra, Gujarat,	INDIA
Dr. Shailesh Raval Associate Professor, Smt. Sadguna C. U. Arts College for Girls. Lal Darwaja, Ahmedabad, Gujarat.	INDIA
Dr. Thiyam Kiran Singh Associate Professor (Clinical Psychology), Dept. of Psychiatry, D- Block, Level- 5, Govt. Medical College and Hospital, Sector- 32, Chandigarh	INDIA
Dr. Milan P. Patel Physical Instructor, College of Veterinary Science and A.H., Navsari Agricultural University, Navsari, Gujarat,	INDIA
Mr. Yoseph Shumi Robi Assistant Professor. Department of Educational Psychology, Kotebe University College, Addis Ababa, KUC,	ETHIOPIA

Dr. Priyanka Kacker Assistant Professor, Neuropsychology and Forensic Psychology at the Institute of Behavioral Science, Gujarat Forensic Sciences University, Gandhinagar, Gujarat.	INDIA
Dr. Ali Asgari Assistant Professor. Department of Psychology, Kharazmi University, Somaye St., Tehran,	IRAN
Dr. Ajay K. Chaudhary Senior Lecturer, Department of Psychology, Government Meera Girls College, Udaipur (Raj.)	INDIA

Peer-Reviewer(s):

Dr. MahipatShinh Chavada Chairman, Board of Study, Gujarat University, Gujarat State Principal, L. D Arts College, Ahmadabad, Gujarat	INDIA
Dr. Navin Patel Convener, Gujarat Psychological Association (GPA) Head, Dept. of Psychology, GLS Arts College, Ahmadabad, Gujarat,	INDIA
Dr. M. G. Mansuri Head, Dept. of Psychology, Nalini Arts College, Vallabh Vidhyanagar, Gujarat,	INDIA
Dr. Bharat S. Trivedi, Head, Associate Professor , Dept. of Psychology, P. M. Pandya Arts, Science, Commerce College, Lunawada, Gujarat,	INDIA

Reviewer(s):

Lexi Lynn Whitson Research Assi. West Texas A&M University, Canyon,	UNITED STATES
Dr. Rūta Gudmonaitė Project Manager, Open University UK, Milton Keynes, England,	UNITED KINGDOM
Dr. Mark Javeth, Research Assi. Tarleton State University, Stephenville, Texas,	UNITED STATES

Online Editor(s):

Dr. S. T. Janetius, Director, Centre Counselling & GuidanceHOD, Department of Psychology, Sree Saraswathi Thyagaraja College, Pollachi	INDIA
Dr. Vincent A. Parnabas, Senior Lecturer, Faculty of Sport Science and Recreation, University of Technology Mara, (Uitm), 40000 Shah Alam, Selangor.	MALAYSIA

Deepti Puranik (Shah), Assistant Director, Psychology Department, Helik Advisory LimitedAssociate Member of British and European Polygraph Association.	INDIA
Mr. Ansh Mehta, Clinical Psychology, Sardar Patel University, Vallabh Vidhyanagar, Anand, Gujarat,	INDIA
Dr. Santosh Kumar Behera, Assistant Professor, Department of Education,Sidho-Kanho-Birsha University, Purulia, West Bengal	INDIA
Heena Khan Assistant Professor, P.G. Department of Psychology, R.T.M. Nagpur University, Nagpur, Maharashtra	INDIA
Dr. Jay Singh Assistant Professor (Psychology, Govt. Danteshwari PG College, Dantewada, Chhattisgarh	INDIA
Dr. Soma Sahu Lecturer, Teaching Psychology, Research Methodology, Psychology Dept. Bangabasi College, Kolkata	INDIA



< Scan this code and know more about our team

ACKNOWLEDGMENT

With this exercise nearing a meaningful end, I like to thank my source of inspiration, Dr. M. G. Mansuri, Head, Dept. of Psychology, Nalini Arts College, Vallbh Vidyanagar. I also thank the staff members of the Psychology department, Sardar Patel University, for their support, insights and constructive suggestions.

My sincere indebtedness to my parents. They have been a constant source of support and helped me towards making my dreams come true. I feel truly blessed, with their unconditional affection and unfaltering belief in me.

And one very important person, without whom any of my research work would not have materialized, she has not only supported me throughout but also tolerated me whenever I used to get hyper...my best friend and wife.

I also wish to thank The International Journal of Indian Psychology, for publish my work and Spread to world wild.

I thank all the students who participated in the study for their cooperation and patience. Without their contribution the research would not have been completed.

ABSTRACT

The aim of present thesis is to study the aggression, insecurity and personality traits among the Hindu - Muslim girls and boys students of arts and science colleges. To do so, we have used the aggression-test given Dr. Buzz and Peri (1961), the insecurity test given by Dr. Beena Shah and R.B.Cattle16 PF personality traits test. Information was collected by data collection through the questionnaires. The data was analysed by F-test. The standard deviation of mean was calculated to determine whether the aggression, insecurity and personality traits differ or not among the Hindu - Muslim girls and boys students of arts and science colleges. The result is there is the significant difference observed between the mean of aggression among the Hindu and Muslim community students.

Keywords: *Hindu – Muslim, Boys – Girls, Sciences – arts Colleges, Personality*

Index

Chapter No	Chapter Name	Page No.
1.	Introduction	01
2.	Review of Past Study	18
3.	Research Design and Methodology	29
4.	Result and Discussion	37
5.	Summary and Conclusion	43
	References	47

INTRODUCTION

Man has started many efforts to understand his inner as well as outer environment in surrounding with origin of mankind. He has initiated many activities to pass the daytime. Man is best and well developed among all organism today because of these constructive activities and his brain only. Man passed from different state of his life and he plays different – different role according to surrounding environmental conditions. He tries to get peace by playing these roles. Man takes education in today's developing world to get good job and to settle economically in his life. Man, in his student life (teen-age), try to get education in different educational institute to construct his career. People preferred to get admission in well developed and well known schools and colleges for better education. Mostly these types of colleges are situated in urban area rather than in rural area. Student feels stress in the new environment of schools or colleges due to economical as well as social differences in students and professors. He also feels insecurity because of the uncertainty of job placement.

Aforementioned psychological factors are studied here with respect to Hindu and Muslim communities, Arts and Sciences college students, girls and boys. Girls and boys feel many psychological problems during their college life and they develop Insecurity and aggression consequently. The personality traits of Hindu and Muslim communities are also studied to get better understanding about their mentalities.

In this study, we extensively investigate three psychological terms Aggression, Insecurity and Personality traits of Hindu and Muslim communities, Arts and Sciences college students, girls and boys.

Personality Traits

The word personality is freely used by people in their conversations. But the speakers do not always have a clear idea of the term personality. Personality often means different thing to different people. When a Lyman says, Naman's has a good personality. It may mean Naman's physical appearance is good, or he dresses well, or he can easily impress other, or he has a strong character. Thus the speakers as well as the listener are vague about the meaning of personality.

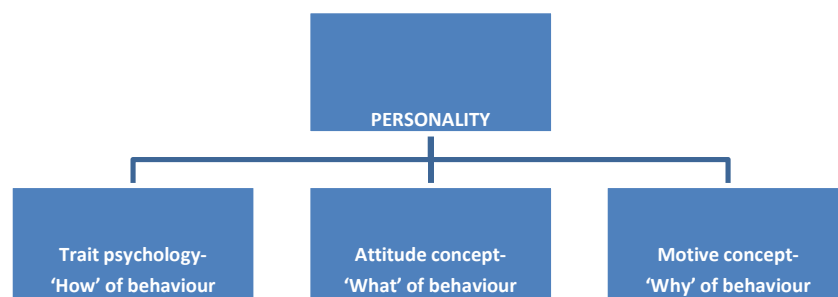
A Comparative Study of Personality Trait among Hindu and Muslim College Students

People may not know the exact meaning of the term personality and yet they use the word frequently, because personality is something which interests each one of us. You want to know yourself. You want to understand people with whom you deal. You want to develop insight into the make up of the people who influence your culture. You want to enable yourself to predict the behaviour of others and be more effective in the roles you are playing. All these require an insight into your own personality and into the personalities of others.

» The scientific study of personality:

The romantic notions of the word personality can not give such an insight. On the contrary such notions are misleading. What we therefore, need is the scientific understanding of the term personality. Any scientific study involves precise definition of the term, systematic observations, careful analysis, objective and unbiased interpretation. Psychologists have tried to study personality along these lines. Let us now describe the various attempts made at the scientific study of personality.

- All personality psychologists are data collector.
- Data are collected facts, observation or numerical values.
- The three basic methods for examining issues related to personality assessment and research are:
 1. Case study method
 2. The experimental method
 3. The correlation method.



Definition of personality:

Personality is a very abstract word and it has several aspects. Moreover, philosophical, theological, juristic, sociological and psychological meanings are also attached to the word personality. Because of this personality has been defined in the several different ways. Each of these definitions shows a trend of thinking and emphasizes some aspect of personality. Before we arrived at a comprehensive definition let us go through some of the definitions.

“It is the responses made by others to the individual stimulus that define his personality. In other words individual’s personality is what the others feel about him or what impression he creates on others”

— M.A.May

N. L. Munn defines personality as the most characteristic integration of an individual’s structure, modes of behaviour, interests, attitudes, capacities, abilities and aptitudes, especially when considered from the stand point of adjustment in social situations. This definition emphasizes the way in which the individual adjusts himself to a given situation.

“Personality is the individual characteristic reaction to social stimuli and the quality of his adaptation to the social features of his environment.”

— Floyd Allport

These definitions are neither precise nor comprehensive. What are their limitations? May’s definition considered the stimulus value of personality. Such definitions are not scientific because an individual has a different stimulus value for each of his fellow beings. Moreover, if we follow this definition, the personality of all individuals can not be measured because different people evaluate him in different ways, depending on the impressions they get of him. Floyd Allport’s definition combines stimulus value and responses. But the difficulty such S-R definitions are that they tend to emphasize superficial aspects of personality. The substance of personality or inner personality is left out.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Munn considers personality from the view point of responses. Here personality means everything that an individual does. Such definitions are too broad and are not precise enough to be used for a scientific study.

Gorden W Allport takes into consideration the intervening variables while defining personality. According to him, personality is the dynamic organization within the individuals of those psychophysical systems that determine his unique adjustment to his environment.

This definition emphasizes all the important aspects of personality. A careful analysis of the definition would enable us to form a scientific conception of the term personality. Let us therefore examine each portion of the definition:

Dynamic Organization. Human personality is an organized system. Organization also implies disorganization. A disorganized personality is called abnormal. The organization is called because it is constantly changing and evolving. It is active organization. It is motivational and self regulating.

Psychological Systems. Psychological systems include habits, attitudes, sentiments and the other dispositions known as traits. Psychophysical also means that personality is both mental as well as neural.

Determine. Personality is not the same as behaviour or activity. It is what lies within the individuals. Personality is something and does something.

Unique. Every person adjusts himself to the situation in his own unique way.

Adjustment. Survival depends on adjustment and personality is a mode of survival. Adjustment may be to the physical world as well as to the imagined or ideal world. It involves mastery as well as passive adoption. Human adjustment is not merely reactive adoption, but it is spontaneous, creative behaviour towards the environment. Adjustment also implies maladjustment.

Environment. Environment is a broad term which includes geographical environment as well as the behavioral environment.

Theories of personality development:

Early childhood experiences play a very crucial role in shaping the adult personality. There are various theories which explain the way in which adult personality is shaped.

ERICKSON'S THEORY:

According to Erikson, personality develops through eight stages. If these stages are successfully handled, positive learning takes place. If the individual does not come through them satisfactorily the result would be negative learning. Of course, these eight stages are by no means watertight compartments.

Stage	Positive	Negative
1. Early infancy	Trust	Mistrust
2. Late infancy	Autonomy	Shame
3. Early childhood	Initiative	Guilt
4. Middle childhood	Competence	Inferiority
5. Adolescence	Identity	Confusion
6. Early adulthood	Intimacy	Isolation
7. Middle adulthood	Generativity	Stagnation
8. Late adulthood	Self acceptance	Despair

Erikson considered all these states as stages in self discovery. By passing through this stage the individual builds up a picture of himself. By the end of the adolescence, according to Erikson individual's personality is basically formed.

GORDEN W ALLPORT'S THEORY:

According to Allport the individual is a number of persons at first. As a result of development he becomes one whole person. Thus co-ordination is the sign of a mature personality. When integration is reached the individual becomes an effective person in the community. The mature personality has the following qualities:

A Comparative Study of Personality Trait among Hindu and Muslim College Students

1. An extended sense of self: this enables the individual to go beyond the self –centre dress of childhood.
2. A warm relationship with others: this enables him to love them for their own sakes.
3. Emotional security: This enables him to face the problems and fear of daily life.
4. Self insight: This enables him to laugh at him self without loss of self esteem.
5. A realistic orientation towards the word: This enables him to judge people and thing to take necessary decision.
6. A unifying philosophy of life: This enables him to interpret life's purpose, to self long-term goals and to involve standards of behaviour.

FREUD'S THEORY:

Freud and other psychoanalysts have carried out extensive studies of the relation between childhood experiences and adult personality. A brief summary of their observation is given below.

According to the psychoanalyst the infant passes though several stages. In these stages he Seek pleasure though different mechanisms. Heredity and maturation play a greater role in this process, than does learning. The following are the stage of development.

- i. The infantile passive stage
- ii. The oral sucking stage
- iii. The oral sadistic stage
- iv. The anal stage
- v. The phallic phase
- vi. The latency phase
- vii. The genital phase

● Personality style:

We have seen how the individual develops a series of percepts and responses. These are not related. There is unity and internal consistency. Personalities develop according to a uniform pattern. At the same time personality has uniqueness of the individuals

A Comparative Study of Personality Trait among Hindu and Muslim College Students

personality are not two opposite phenomena. A discussion of personal style will make his clear. Personal style includes perceptual styles and response styles.

- **Perceptual style:** Each individual has his own way of perceiving. George Klein has observed that individual's develop characteristic ways of dealing with material presented to the sense. In other words, individual differences are found in way of perceiving.

- **Leveling and Sharpening:**-The individual come across a particular object on several occasion. This sometimes results in stimulus generalization. So, when he perceives a similar object, he gives out the same response. This is called leveling. Levelers ignore change in the stimulus. They don't notice the difference.

On the other hand there are individuals who notice difference. They are quick to perceive change in the stimulus. They become aware of the fine nuances of an object. They are called sharpeners.

- **Intolerance of instability and ambiguity:** - Klein has also found that some individuals fall to perceive motion. He calls this resistance to instability Frenkel-Brunswik found two types of perceptual styles among the subjects of the study. Some of them perceived people as all good or all bad they were intolerant of ambiguity.

- **Field analytical and field dependent:**-the gestalt psychologist found that some individual are more analytical in their perceiving while the others are more synthetic the field analytical style of perceiving notice the figure and tends to ignore the ground. Fields dependent perceiving is colored by the back-ground.

- **Response style:**-studies of personality show evidence of certain kinds of response consistence. Some response style are simple while the others are complex let us discuss different types of response style.

- **Stability and labile of movement:**-some individuals are the stable types and give precise and regular responses. While the others are labile type whose responses show variations in type and strength?

- **Discharge types:**-Different individuals may give out the same response but they differ in the manner of responding. Their models of expression may be different.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Freeman describes the following four discharge style:

1)Active motor discharge type: some individual's behavior has remarkable use of muscles. Such people act with relatively little thought or verbalization.

2)Vocal-Discharge type: in this type of response language is used as mechanism. The individual talk much, which sometimes helps adjustment.

3)Somatic discharge type: This type of response is closely related to the bodily system. If the individual is tense it affects his stomach, heart and blood-circulating. It is in this sense that people say worry is a cause of ulcer.

4) Ideomotor discharge type: The main characteristic of this type of response is fantasy and day-dreaming.

- **Variations in tension level:-**This response style is similar to Freeman's somatic discharge type. Some individuals remain generally relaxed when they have to act. They gather quick energy, respond and calm down again.

- **Graphic response style:-**Studies carried out by Allport and Veron reveal three factors of response style. Some people make expensive gestures. Their movements occupy a large space. This is called Aerial group factor. The second factor is centrifugal factor. Individuals having this response style make movements toward or away from the body.

- **Temps in response style:-** Some individuals show speed in response. Their responses are quick and impulsive while the others are slow and cautious in their responses. Their response pattern is inhibited.

- **Complex response style:** - So far we have discussed response style from the view point of variability, expensiveness and tempo. There are simple elements. The individual may have a characteristic way of relating to his environment and to other people.

- **Conformist response style:** - Some individuals have a tendency to agree with statements and persons this is called conformity. It is found that some individuals readily say yes or accept suggestions made to them.

- **Deviant response style:** - Some individuals have a tendency to depart from the set pattern. Their responses are a typical or deviant.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

● *Personality theories: A brief introduction.*

Psychoanalytical Theories : Sigmund Freud, C.G.Jung, Alfred Adler.

Neo-analytic Theories : Karen Horney, Murry, Erich Fromm.

Humanistic Theories : Abraham Maslow, Carl Rogers, Gardner Murphy.

Nomothetic Theories : H.J.Eysenck, R.B.Cattell, Superman, G.W. Allport.

Organismic Theories : Kurt Goldstine, William Sheldon.

Field theories : Harry Sullivan, Curt Lewin.

S-R Theories : Dollard and Miller.

We have discussed the process of personality development and the factor which influence this process. We will not try to understand what actually goes on in the mental life of the individual while his personality is being formed. Various theories have been advanced to explain this. These theories can be grouped under the following heads: Psychoanalytical theories, Neo analytical theories, Humanistic theories, nomothetic theories, Organismic theories, Field theories and S-R theories.

Psychoanalytical Theories:

SIGMUND FREUD:-

Freud is considered to be the founding father of psychoanalysis. He tried to understand the process of personality development by exploring the unconscious as well as the conscious mind. He pointed out that the unconscious is very powerful and it determines most of human behaviour. While studying nervous disorders in some patients he discovered that human behaviour as a source much deeper than the conscious mind. It is this source which provides the motivational energy for all mental activity.

In 1922, Freud proposed a new division of mind into three systems: the id, the ego and the super ego.

The Id:

This is the amount of mental energy which the child inherits. At birth the mind consist only of the id. The id is in the form of irrational drives. It's only of is to satisfy the basic, animalistic needs. The child is, therefore, more of an animal and less of a person.

The id consists of instincts. These instincts fall into two groups: Eros instincts and Thanatos instincts, the Eros instincts are the drives directed towards self preservation (fight, hunger etc.) and towards preservation of the species (the sex drive). The thanaton instincts are the death wish. They take the form of aggression which may be directed outside towards others or inside towards the self.

The Ego:

In course of time, part of the id being to learn to be rational. This part separates itself from the rest of the id. It is called the ego. With the emergence of ego, the socialization of the child beings. This happens from the second year of life. We have seen how the id obeys the pleasure principle. The ego functions according to the reality principle. The ego processes are called secondary processes. When the id allows surplus energy to the ego the result is pursuit. But the id always remains ready to stop the supply of energy to the ego and to re-assert itself.

The Super Ego:

When the child reaches the age of about six, part of the ego separates itself and forms the super ego. The ego learns about reality from the other people. It receives the moral view of the adults. These views are sometimes based on wrong beliefs and prejudice of the adults. Therefore the ego can not accept them. A part of the ego breaks away to deal with this kind of situation and it is called super-ego. The individual obeys the super-ego and strives towards the ideal self.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

C. G. JUNG:-

Freud put a great emphasis on man's basic, animalistic drives. He considered these drives to be the only innate motivating force behind human behaviour, Jung accepts the existence of these drives but he explains that over and above his animalistic urges. Man is motivated by a drive towards self-discovery. The person explores his own unconscious through thoughts, dreams and memories and come to know more about him self. Personality is whole at birth, and breaks into conflicting systems only in the face of adverse experiences. Self discovery is only a search for the wholeness with which we are born. When the person finds this wholeness with which we are born, he becomes individuated. The individuated man has all the qualities of a mature personality.

ALFRED ADLER:-

Adler's theory has several common points with that of Jung, but he puts more stress upon the extraverted side of man. Man is motivated, over and above his basic needs and his self discovery drive, by social drives. He has a great desire to interact with another people. He learns from other people how to understand and control himself. Man has a creative self at birth. This enables him to understand the world, and to seek new experiences and to create a life style from these experiences. The person's life style determines his reactions to the reality. Life style contains complexes. Complexes are associations of ideas and feelings that the person has about people and things.

Non-analytic Theories:

KAREN HORNEY:-

Horney was dissatisfied with orthodox psychoanalysis. She accepted the framework of Freudian theory but departed from it on several point.

She does not accept Freud's concept of penis envy as the determining factor in the psychology of women. Conflict in a woman is not the result of her jealousy of the male. According to Horney, feminine psychology is based on lack of confidence and an overemphasis of the love relationship. Oedipus complex is not a sexual-aggressive conflict between the child and its parents, but an anxiety growing out of rejection, overprotection and

A Comparative Study of Personality Trait among Hindu and Muslim College Students

punishment. Narcissism is not really self-love but self-inflation and over evaluation owing to feeling of insecurity.

MURRY:-

Murray's views on the nature of personality have been influenced by psychoanalytic theory. He defines personality as the governing organ of the body; and institution, which from birth to death, is ceaselessly engaged in transformative functional operations. Murry also describes the id as the repository of primitive impulses; but he also insists that the id includes impulses which are acceptable to the self and society. Thus the id is not wholly wicked and asocial. In the same way the ego is not entirely an inhibitor and repressor. The super ego is an internalized sub-system which acts within the individual to regulate his behaviour. Parent's authority figures, peer groups, and literacy and mythological figures are the sources which influence the super ego. Murry also mentions the ego-ideal which consist of an idealized picture of the self.

ERICH FROMM:

According to Fromm the basic conditions of man's existence has two aspects: the animal aspects and the human aspects. As animal, man has certain psychological needs which must be satisfied. As a human being, he possesses reason, self, awareness, and imagination. The understanding of man's psyche must be based on the analysis of men's need stemming from the conditions of his existence.

Humanistic Theory:

Humanistic theory of personality has several points of similarities that humanistic theories study man as a person.

ABRAHAM MASLOW:

Maslow is considered to be the founder of humanistic psychology. Maslow insists that man should be studied as a person. This means that man is motivated by a number of things over and above the instinctive need proposed by Freud or the needs towards self-discovery or towards social relationships of Jung and Adler. According to Maslow the

A Comparative Study of Personality Trait among Hindu and Muslim College Students

psychoanalyst miss the essential diversity of man. He stressed the fact that all men are different. The psychologist can suggest only 8 general framework of motivation, within which each personality will find its own place. Maslow's framework is in the form of a hierarchy is as under:

- | | |
|---------------------------|---------------------------|
| 1. Psychological needs | : Food, Sex, Shelter. |
| 2. Safety needs | : Protection from neglect |
| 3. Social needs | : Social acceptance |
| 4. Ego needs | : Self esteem, Status |
| 5. Self-fulfillment needs | : Insight, Creativity |

CARL ROGERS:

Rogers does not give much importance to what actually happens in the individual's environment. To him it is more important to more what the individual thinks is happening. Because of this view Rogers is called phenomenologist. According to him each personality is unique and moreover each one of us lives in a unique world. This world is subjective, and is called the individual's phenomenon field. This field has conscious and unconscious factors. The conscious mind deals with experience which can be symbolized and talked about. The unconscious mind deals with those experiences which can not symbolized. When the symbolization is incorrect personality is threatened to Rogers if the person possesses a large number of incorrect symbolizations, he is out of congruence.

GARDNER MURPHY:

According to Murphy, personality is the product of a bipolar process. One pole lies within the body while the other pole is in the outer world. He calls his theory of personality a biosocial approach. The basis of his approach is the field theory.

Murphy mentions the following basic components of personality:

1. Physiological Dispositions.
2. Canalizations.
3. Conditioned Responses
4. Cognitive and Perceptual habits.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Nomothetic Theories of personality:

Nomothetic theories try to describe what personality is like. Therefore they are also called descriptive theories.

H.J.EYSENCK:

Eysenck recognizes two main personality dimensions. These are extraversion-introversion and neuroticism-stability.

Extraversion-introversion: the extravert is a person who is oriented consciously towards the outer world. He easily makes friends. He is fond of physically activities. The introvert is inclined towards inner states of mind. he likes intellectual activities.

Neuroticism-stability: Neuroticism means a proneness to excessive anxiety; stability indicates a relative freedom from anxiety.

R.B.CATTELL:

Eysenck was criticized for over simplification. Cattell has escaped this criticism he used factor-analysis and revealed the existence of more than two or three dimensions. These fourteen dimensions re as under:

Factor

A Sociable	-	Reserve
B High intelligence	-	Low intelligence
C Stability	-	Instability
D Excitability	-	Phlegmatism
E Dominance	-	Submissiveness
F Exuberance	-	Sobriety
G Strong superego	-	Weak superego
H Venturesome ness	-	Shyness
I Sensitivity	-	Toughness
J Individuality	-	Group involvement
Q Guilt Proneness	-	Confidence
Q2Self sufficiency	-	Group involvement
Q3Controlled	-	Uncontrolled
Q4Tense	-	Relaxed

A Comparative Study of Personality Trait among Hindu and Muslim College Students

SPEARMAN:

Spearman introduced the ideal of factor analysis. His main work was in the field of mental abilities. According to him, in any two related test of ability we find two types of factor. First there is a general factor (verbal fluency, general intelligence, Educational level). Second, there is a specific factor (visual memory, spatial perception, specific information). The purpose of factor analysis was to identify general factor.

G.W.ALLPORT:

In Allport's definition of personality, we discussed how we consider personality to be dynamic organization. He describes personality in term of traits. Apart from trait he also uses the concepts of conditioned reflex, Habit, attitude, character, temperament and self to describe human behavior. Trait is a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adapted and expressive behavior. Allport makes distinction between individual and common traits.

Character is an ethical concept. Allport describes character as personality evaluated while personality as character devaluated.

Temperament refers to those dispositions that are closely linked to biological or physiological determinants, and which are relatively less modifiable.

Organismic Theories:

Kurt Goldstein's theory is commonly known as Organismic theory. He studied figure-ground relationships in perception. According to him, the primary organization of Organismic functioning is that of figure and ground. A figure is any process that emerges and stands out against a background. It is anything that occupies the centre of attentive awareness. The background not only surrounds the figure but also extends behind it.

According to Goldstein, there are three different kinds of behavior:

Performances: These are voluntary, consciously experienced activities.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Attitudes: These are feelings, moods and other inner experiences.

Processes: These are bodily functions that can be experienced only indirectly.

WILLIAM SHELDON:-

Sheldon has emphasizes the physical structure of the body as a primary determinant of behaviour. There are three basic types of body-build. Endomorph, Ectomorph, Mesomorph, Each body-build has corresponding personality trait.

Sheldon has also examined the dimensions of temperament. He gives the following components of temperament.

- (1) Viscerotonia,
- (2) Somatotonia and
- (3) Cerebrotonia.

Regarding the development of the individual, Sheldon's main view is that the person is endowed with potentials that set limits upon and mould the possibilities for future growth.

Field Theories of Personality:

Field theories of personality place the individual within a social field. This field contains forces and pressures that pull his personality.

HARRY SULLIVAN:

Sullivan developed one of the earliest field theories. According to him, whenever the child's social environment is changed he experiences a malevolent transformation. This is because he finds himself among people with different forms of behavior and values. The child has to develop new areas of personality to cope with this changed environment. Malevolent transformations are chief causes of anxiety. They also cause personality disturbances.

CURT LEWIN:-

It was curt Lewin who coined the term field theory. Lewin's theory can be described in term of three layers. The innermost layer and the second layer represent the person (P). The outer layer represents the immediate aspects/of the environment (E). The innermost layer is he

A Comparative Study of Personality Trait among Hindu and Muslim College Students

individual's inner world of thoughts and fantasies. The second layer consists of perceptual and motor faculties with which he makes contacts with his external environment. All the space outside represents the foreign hull. Together the three layers are called the person's life space.

The person's psychological problems arise largely from his inability to move easily between the regions. Psychological problems are also caused by the conflicts which arise between the regions.

S-R Theories of Personality:

These theories are associated with behaviorism. Behaviorism claims to be more objective and scientific than Psychoanalysis and Humanistic psychology. Nobody can observe the unconscious at work. Behaviorism, therefore, studies the person's behaviour under controlled conditions. Units of behaviour are called responses. Responses consist partly of innate reflexes, but mostly of learnt reactions. Because of this stress on learning, this theory is also called learning theory. Learning theory has two main subdivisions, Classical conditioning and Operant conditioning.

DOLLARD AND MILLER:-

Dollard and Miller have emphasized learning and the process of development. They explained personality in terms of drive, innate equipment, learning process, social context, and conflict.

Drive: - A drive is a stimulus which is strong enough to cause an activity. Drives are of two kinds: (1) primary drives: These are internal stimuli like pain, hunger, thirst and sex. (2) Secondary drives: these are derived or acquired drives.

Innate equipment: The child is born with a limited number of specific reflexes. Secondly, he possesses a number of innate hierarchies of responses. This explains reasons for preferences on the part of the child.

The learning Process: There are four important concepts to understand the learning process:

- (a) Drive
- (b) Cue
- (c) Response
- (d) Reinforcement
- (e) The social Context
- (f) Stages of development.

REVIEWS OF PAST STUDIES

To get overview of the progress occurs in this field, it is necessary for Researcher to go through and reanalyze the past studies of this area before starting this study. It is also necessary to prevent the unnecessary replication of past study. The survey of previous studies also helps to understand some key point which should be always kept in mind by Researcher during conduction the specific types of Researcher. It is also helpful to get an idea about the forthcoming difficulties, the methodologies and tool used and shortcoming of methodology used to conduct Researcher. In this way, the review of past studies is proving very valuable suggestion and idea about conduction that particular type of Researcher.

Review of past studies may help as following points:

1. To construct good hypotheses
2. The guidance about the Researcher methodology
3. It provides the inner eye to view the inner thing of the Researcher problem
4. It gives the idea to view the Researcher problem from a different directions and angles
5. Helps to become familiar with the topic of Researcher
6. Helps to become familiar with the Researcher methodology
7. Helps to become familiar with the tool used for Researcher
8. Provide platform for further Researcher in this topic
9. Helps to become familiar with the forthcoming difficulties in conducting Researcher
10. To minimize the cost of Researcher
11. To invent new methodologies

The Scientific important of Past studies

Past studies are very valuable. Sometimes Researcher conducts analysis blindly without keeping past studies in mind and therefore he think that it is very novel whichever he is doing. At this time, the systematic and rational study of related past studies is going to break his illusion and prevent the replication of work. The review of literature gives a direct education about different aspect and methods of Researcher. Only logical information of Researcher is not sufficient for conducting Researcher, but it requires: which steps are to be taken for, how to proceed for, at which step the decision should taken, how to prevent the related errors and shortcomings – the

A Comparative Study of Personality Trait among Hindu and Muslim College Students

broader and deeper understanding regarding these things can be developed by doing past studies analysis before starting Researcher. The definition of Researcher – ‘Researcher means to fill the missing link in past studies’ indicated the importance of past studies in Researcher. In this context, Researcher can get some guidance in defining the Researcher problem from the analysis of past studies. The understanding of depth and breadth of particular area of Researcher, the patches required more investigation, is it required replication on not? – These types of questions can be answered by reviewing the past studies. The shortcoming of past studies can be overcome during our Researcher. In this way, the past studies help the Researcher to decide the direction, to conclude the decision as well as to make Researcher easier.

Usefulness of the past studies

Past studies inspire us to conduct that type Researcher. For example, if Researcher found any loophole or doubt, he will inspire to exhibit Researcher in that particular direction. New investigation is exhibited to reconfirm or extend the past-Researcher by Researcher after having idea about the past studies. The negative results of past studies can be clarified by new investigation. BY adding new methodologies in past studies, we can deeply understand the result and solve some new questions. Past studies can provide platform for Researcher and new Researcher can clarify the concept in even simplified way and may add up in the existing body of knowledge.

Summary of past studies

Past studies in PERSONALITY

Study-1

Title: Career Decision Making as a Function of Personality Dimension and Gender

By: A.K.S. Kushwaha and B. Hasan (January-July, 2005)

Govt. Kamla Nehru Girls College, Balaghat Pt. R.S. University, Raipur.

Objectives: The present study is an attempt to explore the psychological explanation for career decision making by incorporating the personality dimensions of Eysenck’s model, namely, extraversion and neuroticism in a paradigmatic manner

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Tools: In this study Career Decision Making Scale (CDMS): Based on Horan's (1979) definition, CDMS is constructed and standardized by Tiwari and Hasan (1990) Junior Eysenck's Personality Inventory (JEPI): To measure extraversion and neuroticism dimensions of personality, a Hindi version of Eysenck's Junior Eysenck's Personality Inventory (JEPI) prepared by Helode (1985) was used

Sample: Employing $2 \times 2 \times 2$ factorial design with fixed effect model, the stratified random sampling technique is used to select an unbiased representative sample of 320 adolescent students (160 male and 160 females) of class Xth within the age range of 14 to 16 years in each cell 40 subjects were randomly placed.

Result: After the $2 \times 2 \times 2$ ANOVA treatment, extraversion, neuroticism and sex have emerged as potential factors in generating significant variance upon career decision making. It is evident from the observation of the table that the extraverted Ss having mean CDM score of 78.32 are significantly better in career decision making than the introverted adolescent Ss having mean CDM score of 73.38. The F-ratio (1, 312) for extraversion is 234.16, which is significant beyond 0.01 levels. A perusal of the table ($F=3.97$, $p=0.01$) made it clear that extraverted normal male subjects ($M=84.90$) are significantly better in career decision making than the introverted neurotic female subjects ($M=67.20$).

Study-2

Title: E-Culture and Personality Dimensions among University Students

By: J.M. Asgarali Patel and K. Rajendran (January, 2007).

Annamalai University, Annamalai Nagar.

Objective: The present study explores the relationship between e-culture and personality dimensions.

Sample: The sample for this study comprised of 100 students (50 females and 50 males) randomly selected from Annamalai University, Chidambaram Taluka in Cuddalore District, TamilNadu. The age range of the sample were between 18 to 24 years (Mean Age= 22.1 years).. Subjects were contacted individually by the researcher and data was collected through face-to-face interview. The responses were scored and statistically analyzed. Pearson's product moment correlation was calculated.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Tools: Tools used for data collection were the (1) E-culture inventory, developed by Patel and Rajendran (2005) (2) Multivariable personality inventory, developed by Muthayya (1973) chosen after a comprehensive review of related literature d.

Result: Results indicated that e-culture is positively and significantly related to the personality dimensions of 'need-achievement' and 'dominance. That e-culture is positively and significantly related to two personality dimensions, namely, need-achievement and dominance. This study reveals that people high in the personality traits of 'need-achievement' and 'dominance' tend to make more use of electronic products. The increased indulgence in electronic culture by them may be a symbolic indication of their achievements and also an effort to dominate others.

Study-3

Title: Role of Personality in Knowledge Sharing and Knowledge Acquisition Behaviour

By: Bindu Gupta (January, 2008)

Institute of Management Technology, Ghaziabad.

Objectives: The present study examines the impact of Big Five personality characteristics on knowledge sharing and knowledge acquisition behaviour.

Tools: Knowledge acquisition behaviour - It was measured with six items. Knowledge sharing behaviour - It was measured using four items adapted from the work of Lee (2001). Personality Assessment - The NEO-Five- Factor Inventory (NEO-FFI) developed by Costa and McCrae (1985)

Sample: The participants were postgraduate students (N=156) attending a business course on organizational behaviour. The average age of the participant was 22 (SD=4.58) years. Of the participants 86.5 percent were male and 13.5 percent female, 35 percent had work experience and 65 percent were having no work experience. Average work experience of experienced participants was 6.86 (SD =3.97) years.

Result: The results of analysis of variance indicated that individuals high on agreeableness and conscientiousness were more involved in knowledge sharing activities than individuals low on agreeableness and conscientiousness. Individuals high on conscientiousness were more involved in knowledge acquisition activities than individuals low on conscientiousness. There were no significant differences in knowledge sharing and acquisition activities between individuals high

A Comparative Study of Personality Trait among Hindu and Muslim College Students

and low in extraversion, openness and neuroticism. The Implications of these findings and suggestions for future research are also discussed.

Study-4

Title: Personality Profiles Identification Using MBTI Test for Management Students: An Empirical Study

By: Archana Tyagi (January, 2008)

IMT, Ghaziabad.

Objectives: Aims of this study was an empirical study of personality profiles identification in management students

Tools: In present study, to go into the depth of personality, help from a psychometric test, namely, MBTI (Myers Briggs Type Indicator), has been taken. {Hirsh and Kummerow (1989)}

Sample: This study was conducted on Post graduate students of a Premier Business Management Institute. Form M of MBTI test was administered on 229 Post graduate students. Out of 229 students Male full time students were 138, Male Part time students were 48 in number and Female full time students were 34 in number. There was only 9 Female students were present in the Part time PGDBM Course.

Result: In present research work it was found that full time male students were having a significantly higher preference of N and P than part time male students who were having preference of S and J. Additionally it was found that the female students were having a significantly higher attribute of F, than their male counterparts of full time stream of management students in whom T attribute was high. ESTJ type was found to be the dominant one in the management population followed by ISTJ type.

Study-5

Title: Suicidal Ideation in Relation to Depression, Life Stress and Personality among College Students

By: Rohtash Singh and Hardeep Lal Joshi (July, 2008)

Kurukshetra University, Kurukshetra.

Objectives: This study examined relationship of depression, life stress and personality with suicidal ideation among college students.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Tools: The participants were assessed with Scale for Suicide Ideation (SSI) (Beck, Kovacs, Weissman, 1979), Beck Depression Inventory (BDI) (Beck, Ward, Mendelson, Mock & Erbaugh, 1961), Eysenck's Personality Questionnaire-R (EPQ-R) (Eysenck and Eysenck, 1980) and Presumptive Stressful Life Events Scale (PSLES) Singh, Kaur and Kaur (1984). The data were analyzed by using Pearson Product Moment method of correlation and stepwise multiple regression analysis.

Sample: Sample for the study consisted of 250 subjects (125 male & 125 female) drawn from different colleges of Haryana by using cluster sampling method. The objectives of the study were (a) to explore the association between suicidal ideation, depression, life stress and personality, and (b) to find out linear combination of different predictors of suicidal ideation.

Result: Results demonstrated that suicidal ideation was positively associated with depression, stressful life events and two dimensions of personality i.e. extraversion and psychoticism. Stepwise Multiple regression analysis found linear combination of three main predictors of suicidal ideation i.e. depression, extraversion, and stressful life events.

Study-6

Title: Personality Patterns of Higher Secondary Boys across Different Demographic Groups

By: Manju Mehta, Prachi Maheshwari and V.Vineeth kumar (July, 2008) University of Rajasthan, Jaipur.

Objectives: The *raison d'être* of the study is to unravel and make a comparative study of the personality patterns of SC, ST and non-backward higher secondary boys.

Sample: The sample of 600 male students consisted class XI. The sample was drawn from eight Hindi medium Government Senior Secondary Schools of Jaipur District and representing both urban and rural areas. These schools were affiliated to the Board of Secondary Education, Rajasthan. Out of the 600 students, 150 were from SC category (75 urban and 75 rural), 150 were ST students (75 urban and 75 rural) and 300 from non backward (150 urban and 150 rural) class category. The age of the students ranged between 15 to 17 years.

Tools: the Cattell's High School Personality Questionnaire (HSPQ), Form A by Kapoor, Srivastava and Srivastava (1980) was administered.

Result: Results revealed significant differences in personality patterns among SC, ST and non-backward boys. These differences were more prominent in rural areas in comparison to urban

A Comparative Study of Personality Trait among Hindu and Muslim College Students

areas. The comparison reveals that SC boys are more prone to depressive tendency and emotional instability which makes them low on social desirability and adaptability traits than the ST boys, particularly in the rural areas. In urban areas there is not much difference between ST and SC because of the rapid pace of progressive social changes, which could be due to exposure to media, benefits of reservation policy or closed interaction between different communities. Whereas SC and ST boys in rural areas were found to be having more personality problems.

Study-7

Title: Personality Characteristics of Commerce and Engineering Graduates – A Comparative Study

By: Vijaya Lakshmi Nagarjuna and Sireesha Mamidenna (July, 2008). ICFAI Business School, Hyderabad

Objectives: 1. to examine the differences in personality characteristics between commerce and engineering graduates.

2. To find out the gender differences in personality characteristics in the total sample.

Tools: Cattell's sixteen personality factor Questionnaire was administered in this study.

Sample: The sample consisted of 100 commerce and 100 engineering graduates who are pursuing Masters in Business Administration program from a reputed business school in India for the academic year 2007 to 2009. Out of the 100 students each in commerce and engineering, 50% of them are males and Personality Characteristics 50% are females. The mean age of males was 24.11 years and the mean age of females was 23.03 years. The mean age of the participants was 23.57 years and the standard deviation being 1.88.

Result: students in the personality profiles based on academic background except for measures of sensitivity and perfectionism. Another finding also indicated that there were significant gender based differences in some measures of personality like warmth, sensitivity, vigilance, abstractedness and openness to change. The implications of these findings are discussed for educationists and subject experts with respect to course content, delivery and counseling of students.

Study-8

Title: Perceived Emotional Intelligence and Marital Adjustment: Examining the Mediating Role of Personality and Social Desirability

By: Suvarna Joshi and Nutan kumar S. Thingujam (January, 2009)

University of Pune, Pune.

Objective: The present study was aimed at examining the relationship between emotional intelligence and marital adjustment over and above personality dimensions and social desirability

Tools: The NEO Five-Factor Inventory (Costa & McCrae, 1992), The Schutte Emotional Intelligence Scale (Schutte, Malouff, Hall, Haggerty, Cooper, & Golden, 1998), Marlowe-Crowne Social Desirability Scale (Marlowe, & Crowne, 1961).was used in this study.

Sample: The sample for the study comprised of 120 participants (60 couples) belonging to the age group of 25-45 years ($M = 32.33$, $SD = 5.61$). All the couples had completed at least one year of their marriage. They were from diverse educational and occupational backgrounds. All male participants were employed and among female participants 75% were working. The data were collected mainly from Pune city (Western India) and its suburbs.

Result: Results showed that cohesion and overall marital adjustment were related to all the subscales and overall emotional intelligence. Consensus and satisfaction subscales of marital adjustment were also related to overall and subscales of emotional intelligence except utilizing emotion subscale. Further results indicated that overall emotional intelligence's correlation with overall marital adjustment remained significant after controlling for social desirability, extraversion, agreeableness, and conscientiousness. Perception of emotion's correlation with overall marital adjustment, consensus remained significant after controlling for extraversion and openness. Managing self emotion's correlation with overall marital adjustment, satisfaction, and cohesion remained significant after controlling for social desirability, extraversion, agreeableness, conscientiousness, and

Neuroticism. The other correlations did not remain statistically significant after controlling social desirability and significant personality dimensions.

Study-9

Title: Personality Type and Cued Vigil Performance

By: Upagya Rai and Indramani L. Singh (January, 2009)

Banaras Hindu University, Varanasi.

Objective: The present study tries to examine the effect of personality differences on cued vigilance task performance.

Tools: Hindi adaptation of Eysenck Personality Questionnaire (EPQ-R: Eysenck, Eysenck & Barrett, 1985) and the other tasks was administered to each participant at the end of test session.

Sample: Thirty two students of Banaras Hindu University, who were randomly selected, participated in this study. The age of the participants varied from 19 to 24 years, with a mean age of 21.4 years. All participants had normal or corrected to normal vision which was tested by the experimenter.

Result: Results revealed that extraverts performed better than introverts during a cued vigil task performance on accuracy measure. Furthermore, extraverts showed more benefit on both valid and invalid cues than their counterpart i.e. introverts. The obtained difference in cued vigil performance with regard to personality type could be due to over arousal of introverts with cue.

Study-10

Title: Impact of Sexual Abuse on Personality Disposition of Girl Children

By: Sibnath Deb and Aparna Mukherjee (January, 2009) Calcutta University, Kolkata.

Objective: The broad objective of the study was to understand the impact of sexual abuse on personality disposition of girl children.

Tools: (a) Sexual Abuse Screening, (Mukherjee, 2006) (b) Background Information Schedule (Mukherjee, 2006), (c) Multi dimensional Personality Inventory (Agarwal, 1988) a standardized psychological test was used in this study.

Sample: A group of 120 sexually abused Indian girl children aged between 13 – 18 years of age was covered in the study and they were selected following purposive sampling technique. Sexually abused girl children were selected from four rehabilitation homes located in and around Kolkata. A group of 120 non sexually abused girls were included in this study as comparison group and they were selected randomly from four schools situated in close proximity to the shelters

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Result: Statistically significant differences were found in case of all the personality variables except dependence independence. Sexually abused children were found to be more introvert, possessed low self-concept and more anxious than that of their counterparts i.e., non-sexually abused children. However, counseling improved self-concept of the sexually abused children and reduced their level of anxiety to some extent.

Study-11

Title: Perceived Parental Rearing Style and Personality among Khasi Adolescents

By: R.N. Rai R.C. Pandey and Kishore Kumar (October, 2009)

North East Hill University, Shillong T.S.College, Hisua, Nawada.

Objective: The present study attempts to point out the perceived parental rearing style and personality among Khasi adolescents, a distinct tribe and a matrilineal society of Meghalaya State from North-Eastern region of India.

Tools: In this study Perceived Parental Rearing Style Questionnaire (PPRSQ): It was developed by Gerlsma, Arrindel, Van Derveen, and Emmelkamp, (1971) Symptom Questionnaire (Kellner, 1987), Rosenberg Self-Esteem Scale (1965) was administered.

Sample: The sample consists of 100 Khasi adolescents (50 Male and 50 Female) studying at plus two. The subjects were drawn randomly from various Kendriya Vidyalaya of Shillong. The age ranged from 17 to 19 years.

Result: The results reveal that boys have significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth in comparison to boys from father. The boys and girls did not differ significantly on the factors over protection and favoring subjects of PPRSQ for father. No reliable difference was ascertained between boys and girls on all the factors of PPRSQ for mother. The comparison of boys and girls on anxiety, depression, somatic problems, anger hostility and self-esteem indicated significantly higher anxiety, more somatic problems and higher anger hostility among boys, and high self-esteem in girls. The study highlights the perceived parental rearing style and its effect on personality of Khasi adolescents and has educational implications for parents in Khasi society.

Study-12

Title: Personality Factors as Correlates of Health among Adults

By: Mandeep Sharma, Kaveri, Nov Rattan Sharma and Amrita Yadava Mahrishi Dayanad, University, Rohtak (July, 2010).

Objective: The present study was to find out the relationship among personality factors and health dimensions among young educated adults.

Tools: The NEO personality inventory and GHQ-28 were administered to collect data. The data were analyzed by using Pearson's Product Moment correlation and stepwise regression analysis.

Sample: The sample consisted of 105 young adults (55 female and 50 male) (age ranges from 22 to 26 years).

Result: The results showed that (i) Neuroticism has a significant positive correlation with anxiety and severe depression, (ii) Extrovert personality have significant negative correlation with all the dimensions of health, and (iii) Stepwise regression analysis revealed three predictors of health i.e. Agreeableness, Openness and Neuroticism.

Summary of aforementioned studies

Aforementioned studies stated that the aggression, insecurity and personality traits have been studied in very much depth till date. But these studies didn't analyses these virtues in the student communities, so our concern is to analyze these psychological aspects among student. Moreover it is unlikely to get any study of these aspects regarding the community so we also try to club the community factor with these studies.

Students are experiencing very much psychological difficulties during their student life. So the study regarding the student difficulties may help their teacher and parents to overcome them. Here we try to analyze the aggression, insecurity and personality traits among students from rural and urban area and from different communities. They possible results of this study will add up essential information in existing knowledge to understand student life and his psychological state of mind during the education time period.

RESEARCH DESIGN AND METHODOLOGY

Research is not always an invention of novel things but sometime it also done to correlates two different facts with each others. Curiosity about new facts is the base of research. CC Crossford (198 3) has stated that Research is the organized and clean thinking done with the help of research methodology. In which, any problem is studied to get multiple answers of any problem. In all field, research is done to explore the facts behind the nature. In past there are so many reports describing the aggression, insecurity and personality traits in existing knowledge body. However, in context of community and cast, we feel the scaricity of reports. Present study describes the aggression, insecurity and personality traits of Hindu and Muslim, arts or sciences college girls and boys. Some understanding regarding the clarification of how the study was exhibited is very necessary before going inside the work.

Research Problem

“A comparative study of Personality trait among Hindu and Muslim college students”

Objectives of the research / Aims / Purpose

Every research problem is with some fruitful outcome. Generally researcher exhibits his study to either compare two or more facts and this defines the aim of study. Research is not only to solve any puzzle but it is done to give the answer of any genuine problem. Thus, research is done to give the answer of social, economical, political and scientific questions which will give some fruitful outcome to the society. In this way, the aim of research is to find out the solutions of aforementioned questions by exhibiting the rational scientific and research methodology. The aim of present study is as listed follow.

The main aims of this study area:

1. To measure the Personality-trait in Hindu and Muslim community
2. To measure the Personality-trait in Arts and Science students
3. To measure the Personality-trait in Boys and Girls
4. To compare the Personality-trait in Hindu and Muslim community
5. To compare the Personality-trait in Arts and Science students
6. To compare the Personality-trait in Boys and Girls

Hypothesis

After defining the research problem, researcher creates the hypothesis for the outcome of research. Research presumes about the possible outcomes of research. These types of guesses are designed as 'Hypothesis'. We defined the null hypothesis for present research is as following:

H01: 'There is no significant difference between the mean of personality trait among the Hindu and Muslim community students

H02: 'There is no significant difference between the mean of personality trait among the science and arts student

H03: 'There is no significant difference between the mean of personality trait among the girls and boys student

H04: Interaction of community and education stream has no significant effect on the personality trait.

H05: Interaction of community and Gender has no significant effect on the personality trait.

H06: Interaction of Education and Gender has no significant effect on the personality trait.

H07: Interaction of Community, Education stream and Gender has no significant effect on the personality trait.

Variables

Variables have very great importance in the psychological research. As its name suggested Variables means the moiety whose value keeps changing. In psychology, variables are the characteristic, virtue or any other mental measurement. According to the views of D. Ameto, variables are the moiety of animal, situation and other thing which can be measured.

In research, three main variables are always well defined. A-Dependent variables B-Independent variables and C-Controlled variables. In present study, followings are the major variables.

A. Independent Variables

- | | |
|-----------------------|--------------------------|
| I. | Hindu and Muslim |
| II. Education: | Arts and Science stream. |
| III. Gender: | Boys and Girls |

B. Dependent Variables

- I. Personality trait

C. Control Variables

- I. Equal numbers of gender
- II. Same time for all experiments (Test time)
- III. Same test will be given to all students
- IV. Same method will be used for data analysis
- V. Age limit taken: 18-25 years
- VI. Only undergraduate (UG) students will be taken in account
- VII.

Methodological definition of various concepts used in present research

Hindu and Muslim community

Every society is based on different religion. Different people follow different types of religion according to their birth or by choice. The major religions of the world are Hinduism, Islam, Christianity, Sikhism, Buddhism, and Judaism. Each religion is similar and different from one another in terms of festivals, practices and beliefs. Apart from Christianity, Hinduism and Islam are the two most widely practiced religions in the world today. They have their own traditions, beliefs and practices. These two religions are similar to some extent and differ in terms of the God they worship, religious text and the place where they offer their prayers. The major difference between Hinduism and Islam is the God they worship. Hinduism is based on polytheism whereas Islam is based on monotheism. The different forms of gods that Hindus worship are Brahma, Vishnu, Maheshwor, Ganesh, Laxmi, Saraswati, and Durga. Hindus worship these gods because each of these gods represents the creator, preserver, destroyer, first god, goddess of wealth, goddess of knowledge and goddess of victory respectively. Therefore, by offering prayers to each of these gods individually they believe they will be successful in these areas. On the other hand, Islamic people worship Allah. They believe that Allah is the creator of heaven and the earth. According to them Allah is the supreme being, and there is no one above Allah.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Likewise, both Hindus and Muslims have faith in their religious text. However, Hindus have numerous religious texts whereas Islam has only one. "Hinduism is based on the accumulated treasury of spiritual laws discovered by different persons in different times". The different types of religious text that the Hindu religion believes in are The Vedas, The Mahabharat, The Ramayan, The Bhagwad Gita, and The Puranas.

Education

In present study, bachelors of arts and science boys and girls are selected as samples.

A. Faculty of Arts

Generally, after H.S.C., the first three years of college is known as the 'Bachelor course'. In arts, student study psychology, sociology, economics, geography, political science and other article subjects. Besides these articles subjects, they also study the literature and languages like Gujarati, English, Hindi and sanskrit etc. Moreover, student also takes part in the extra curriculam activity like NCC, NSS, sports and cultural program. Here we include these types of student in our sampling.

B. Faculty of sciences

Generally, after H.S.C., the first three years of college is known as the 'Bachelor course'. In science, student study biology, mathematics, chemistry, physics, laboratory practical and many other scientific subjects. Besides these articles subjects, they also study the computer sciences and other socio-ecological subjects. Moreover, student also takes part in the extra curriculam activity like NCC, NSS, sports and cultural program. Here we include these types of student in our sampling.

Gender

Psychologist has been divided whole life in 10 divisions on the basis of embryology. **1. Prenatal period:** From fertilization to birth. **2. Infancy:** From birth to first 10-14 days. **3. Babyhood:** From 2 weeks to 2 years post-birth. **4 Childhood:** From 2 years to 10-12 years post-birth. **5. Puberty:** In girl 11-13 years and in boys 12-14 years. **6. Early adolescence:** 13-14 years to 17 years. **7. Later adolescence:** 17 to 20 years. **8. Early adulthood:** 21 to 40 years. **9. Middle age:** 40 to 60 years. **10. Old age:** 60 years to death.

In present study, we have taken 18- 25 years girls and boys. In this group, the physical and mental and biotic changes are occurring very likely. Besides these all changes; physical, social, sexual, mental developments in this age is extremely fast. With all this, in this age, an individual

A Comparative Study of Personality Trait among Hindu and Muslim College Students

also experiences the anxiety regarding their study, economical stability and social adjustment. In present study, we studied the aggression, insecurity and personality traits with in 18-25 year age groups.

Sample

‘Probability sampling is the only approach that makes possible representative sampling plan’- **Isidor Chein**

Sample is the part of population. The aim of sampling is to get an idea about particular characteristics of whole population by analyzing the small part of population- the sample. In present study, sampling is done from various arts and science college affiliated to Sardar Patel University.

Arts colleges from where sampling was done

1. Nalini, arvind and T.V. Patel arts college Vallbh Vidyanagar (Sardar Patel University)
2. Anand arts college, Anand (Sardar Patel University)
3. N. S. Patel Arts college, Anand. (Sardar Patel University)
4. Bhikhabhai Arts college, Anand (Sardar Patel University)

Sciences colleges from where sampling was done

1. V. P. and R.P.T.P. science college, Vallabh Vidyanagar (Sardar Patel University)
2. N. V. Patel Science College Vallabh Vidyanagar (Sardar Patel University)
3. M. B. Patel science college, Anand (Sardar Patel University)
4. P. M. Patel science college, Anand (Sardar Patel University)

Sample is selected from the aforementioned colleges of Sardar Patel University. We have visited the colleges after taking the permission from principal or any other higher authority. We have also collected the information regarding the total number of students, their subjects and their class distribution. We have made student to fill the provided questionnaire containing various measure.

As per factorial design we will select total 320 youngsters, out of which 160 from Hindu and 160 from Muslim. These 160 will be further divided in 80-80; 80 from Arts stream and 80 from science stream. These 80 will be further divided in 40-40; 40 are girls and 40 are Boys.

Sample selection procedure of the subjects as per the given table.3.2

Hindu	Arts	Boys	40	80	160	320
		Girls	40			
	Science	Boys	40	80		
		Girls	40			
Muslim	Arts	Boys	40	80	160	
		Girls	40			
	Science	Boys	40	80		
		Girls	40			

Tools

Researchers take various useful tools to measure psychological functions. The right tool is selected to validate the created hypothesis. Sometime researchers use more than one tools for solving/measuring complex phenomenon, ultimately give very accurate results. In present study, following listed tools are used to measure different psychological moiety.

Personal information sheet

In present study, we have prepared Personal information sheet on the basis of independent variables. In which the name, educational qualification, community, religion, age etc are included.

Collection of Data

Data was collected by using the tools of Dr. Buzz and peri, Dr. Beena Shah and Dr. R.B. cattle for the aggression, insecurity and personality traits, respectively.

Data collected during July, august, September and October 2014 from the sample of arts and sciences colleges' girls and boys. Sample size was 320 students.

We have gone to colleges with prior permission of higher authorities. Student were pre-informed that the given information sheet is only for study purpose. They were also guided at the place where they feel difficulties in filling form.

Research design

“Research design is the plan, structure of investigations, conceived so as to research questions”

Research design is the answer of the questions of investigation. So research design is the most important in the research methodology. In this research we want to find out the comparative account of Aggression, Insecurity and Personality trait of Hindu and Muslim girls and Boys.

For that we will use the factor analysis statistical method and **2×2×2 Factorial** design will be applied for the data collection and data analysis purpose.

What is factorial Design?

Factorial design is applied when the research want to study the effect of two factors on any events. When two independent variables are studied than the design is called 2×2 factorial design. Factorial design is changed according to their variables, in which one dependent variable and two independent variable are studied together. If any research contain 3 independent factor than the design is called 2×2×2 factorial design. In similar way, if 3 independent variables are studied at three different levels then the design is called 3×3×3 factorial design.

In present study, we used following factorial design containing eight cell. In each cell, 40 individuals were instructed to fill up information sheet. In this research, $40 \times 8 = 320$ samples were taken. Which are classified as shown following.

Table 3.3 showing the information regarding the sample and information sheets

Source	A1		A2		Total
	B1	B2	B1	B2	
C1	40	40	40	40	160
C2	40	40	40	40	160
Total sample	80	80	80	80	320

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Clarification of above classification

- A. Community
 - A1- Hindu community
 - A2- Muslim community
- B. Education
 - B1-Arts faculty
 - B2- Science faculty
- C. Gender
 - C1- Girls
 - C2- Boys

Statistical analysis

The collected data were analyzed by $2 \times 2 \times 2$ Factorial. F-test ANOVA was used for statistical analysis of data. The difference in mean is counted for each independent factor. The value of mean and their graphs were taken in account to analyze raw data.

Conclusion

In present study, we measure the aggression, insecurity and personality traits by using their respective tools in the sample of 320. The obtained data were processed through statistical analysis and represented in forms of values and graphs. The results and discussion will be described in next chapter.

RESULTS AND DISCUSSION

The aim of present thesis is to study the aggression, insecurity and personality traits among the hindu-muslim girls and boys students of arts and science colleges. To do so, we have used the aggression-test given Dr. Buzz and Peri (1961), the insecurity test given by Dr. Beena Shah and R.B.Cattle16 PF personality traits test. Information was collected by data collection through the questionnaires. The data was analyzed by F-test. The standard deviation of mean was calculated to determine whether the the aggression, insecurity and personality traits differ or not among the hindu-muslim girls and boys students of arts and science colleges. The null hypothesis, which are given in chapter 3 were analysed by ANOVA TABLE in this chapter.

Hypothesis

The research is always starts with null hypothesis. In present research, the hypothesis are distributed in following factors:

- A. Community
- B. Education stream
- C. Gender

Analysis and inferences

Community, Education stream and Gender context aggression

Community, Education stream and Gender context aggression was investigated through independent and inter-dependent variables on the basis of the constructed null hypothesis (1 to 7). To do so, we have used ANOVA in the frame of $(2 \times 2 \times 2)$. On the basis of which, we calculated the 'F' – values for the aggression of eight different groups. Their Mead and standard deviations (SD) are shown in Table.

Community, Education stream and Gender context personality trait

Community, Education stream and Gender context personality trait was investigated through independent and inter-dependent variables on the basis of the constructed null hypothesis (99 to 105). To do so, we have used ANOVA in the frame of (2×2×2). On the basis of which, we calculated the 'F' – values for the personality trait of eight different groups. Their Mean and standard deviations (SD) are shown in Table.

Table 4.1: Mean and their S.D. for community, education stream and gender context personality trait

Community	Stream	Statistics	Gender	
			Boys	Girls
Hindu	Arts	Mean(M)	194.15	210.50
		(S.D)	25.83	17.19
		Number (N)	40	40
	Science	Mean(M)	194.80	201.72
		(S.D)	11.23	15.05
		Number (N)	40	40
Muslim	Arts	Mean(M)	211.12	199.72
		(S.D)	22.32	11.14
		Number (N)	40	40
	Science	Mean(M)	189.97	196.70
		(S.D)	11.79	12.08
		Number (N)	40	40

A Comparative Study of Personality Trait among Hindu and Muslim College Students

Table 4.2: Difference between mean of community, education stream and gender context personality trait

Independent Variable	Number	Mean	Defrents
Hindu (A1)	160	200.29	0.91
Muslim (A2)	160	199.38	
Arts (B1)	160	203.87	8.07
Science (B2)	160	195.80	
Boys (C1)	160	197.51	4.65
Girls (C2)	160	202.16	

Table 4.3: Summery of ANOVA (2×2×2) analysis of community, education stream and gender context personality trait (Level of Significant $0.05 < 3.87$ and $0.01 < 6.72$)

Source of Variation	Sum of Squares	Df	Mean Sum of Squares	F Value	Level of Sig
Community (A)	66.613	1	66.613	.240	N.S
Stream (b)	5216.450	1	5216.450	18.76	0.01
Gender (C)	1729.800	1	1729.800	6.22	0.05
AxB	1288.013	1	1288.013	4.63	0.05
AxC	3906.013	1	3906.013	14.05	0.01
BxC	378.450	1	378.450	1.36	N.S
AxBxC	3795.013	1	3795.013	13.65	0.01
Error	86727.200	312	277.972		
Total	12882316.00	320			
T.S.S.	103107.550	319			

Type of community and personality trait

To know that, is there any difference in mean of personality trait between the Hindu and Muslim community, the null hypothesis (H01) was constructed previously.

H01: ‘There is no significant difference between the mean of personality trait among the Hindu and Muslim community students

Table 4.2 indicated that the means of personality trait of hindu and muslim community student are 200.39 and 199.38. The difference between means is 0.91. This is very high. It also shows that the F- value of between type of community and personality trait is 0.240 (Table 4.3). Here, on the basis of the obtained results, the null hypothesis (H01) is accepted and there is no significant difference is observed between the personality trait between the muslim and hindu community student. The results are depicted in Graph 4.15 (A1-A2).

Education stream and personality trait

To know that, is there any difference in mean of personality trait between the science and arts student, the null hypothesis (H02) was constructed previously.

H02: ‘There is no significant difference between the mean of personality trait among the science and arts student

Table 4.2 indicated that the means of personality trait of the science and arts student are 203.83 and 195.80. The difference between mean is 8.07. It also shows that the F- value of between type of community and personality trait is 18.76 (Table 4.3). The p-value is 0.01. Here, on the basis of the obtained results, the null hypothesis (H02) is rejected and there is the significant difference is observed between the personality trait between the science and arts student. The results are depicted in Graph 4.15 (B1-B2).

Gender and personality trait

To know that, is there any difference in mean of personality trait between the girls and boys student, the null hypothesis (H03) was constructed previously.

: ‘H03There is no significant difference between the mean of personality trait among the girls and boys student

Table 4.2 indicated that the means of personality trait of the girls and boys student are 197.51 and 202.16. The difference between mean is 4.65. It also shows that the F- value of between type of community and personality trait 6.22 (Table 4.3). The p-value is 0.01. Here, on the basis of

A Comparative Study of Personality Trait among Hindu and Muslim College Students

the obtained results, the null hypothesis (H03) is rejected and there is the significant difference is observed between the personality trait between the girls and boys student. The results are depicted in Graph 4.15 (C1-C2).

Effect of Interaction between Community and Education stream on personality trait (AxB)

To know that, is there any effect of interaction of community and education stream on the mean of personality trait, the null hypothesis (H04) was constructed previously.

H04: Interaction of community and education stream has no significant effect on the personality trait.

Table 4.3 indicated that the F- value for the interaction of community and education stream on the mean of personality trait is 4.63. The p-value is 0.05. Here, on the basis of the obtained results, the null hypothesis (H04) is rejected and there is the significant effect of interaction of community and education stream on the personality trait.

Effect of Interaction between Community and Gender on personality trait (AxC)

To know that, is there any effect of interaction of community and Gender on the mean of personality trait, the null hypothesis (H05) was constructed previously.

H05: Interaction of community and Gender has no significant effect on the personality trait.

Table 4.3 indicated that the F- value for the interaction of community and Gender on the mean of personality trait is 14.05. The value of p is 0.01. Here, on the basis of the obtained results, the null hypothesis (H05) is rejected and there is the significant effect of interaction of community and gender on the personality trait.

Effect of Interaction between Education and Gender on personality trait (BxC)

To know that, is there any effect of interaction of Education and Gender on the mean of personality trait, the null hypothesis (H06) was constructed previously.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

H06: Interaction of Education and Gender has no significant effect on the personality trait.

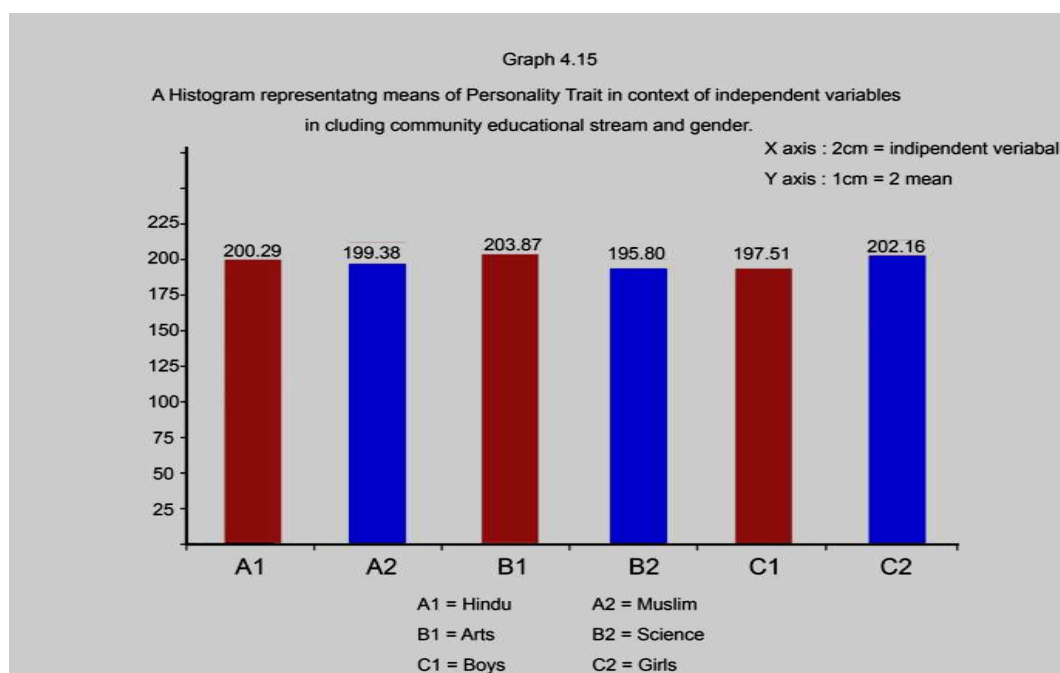
Table 4.3 indicated that the F- value for the interaction of Education and Gender on the mean of personality trait is 1.36. Here, on the basis of the obtained results, the null hypothesis (H06) is accepted and there is no significant effect of interaction of Education and Gender on the personality trait.

Effect of Interaction between Community, Education stream and Gender on personality trait (AxBxC)

To know that, is there any effect of interaction of Community, Education stream and Gender on the mean of personality trait, the null hypothesis (H07) was constructed previously.

H07: Interaction of Community, Education stream and Gender has no significant effect on the personality trait.

Table 4.3 indicated that the F- value for the interaction of Community, Education stream and Gender on the mean of personality trait is 13.65. The p-value is 0.01. Here, on the basis of the obtained results, the null hypothesis (H07) is rejected and there is the significant effect of interaction of Community, Education stream and Gender on the personality trait.



SUMMARY & CONCLUSION

It is believed that the research is not complete until it is written as scientific report. The results of research should be useful to normal society or scientific communities for further research. The obtained results will be utilized to get the solutions of the existing questions and problems of normal society or scientific communities. That's why the report writing is very important part of research. The report writing is done by keeping some important features in mind including abstracts, objectives, background of research, materials and methods, results and discussions, conclusions and future prospective of research. This all are the steps of the process through which the authors should have to pass.

Researcher reaches to some meaningful conclusions after the end of the research. These conclusions may be useful for other research or the society. It is very important to write the research article in a way that should easily convey the theme of research to the reader. The aim of the research should be kept in the mind while writing of the article. The aim should be conveyed properly in the writing of research article. The authors should kept the mentality of reader in mind and should write accordingly. They should write according to the level and type of readers.

The aim of present research is to study the insecurity, aggression and personality traits among the college students of hindu and muslim communities. The differences between the aforementioned virtues among them are rationally studied here. Whether they differ in regards with the insecurity, aggression and personality traits or not has been studied by data survey. To achieve this objective, we have chosen various arts and science college students as sample. The rationale sample size is selected for each and every group of factor design. The insecurity, aggression and personality traits between communities were surveyed and analysed statistically. Authorized questionnaires and measurements were applied to get the data from the community group. The numbers obtained from survey is fed to statistical tools. Generally, we have used the 'F-test' to check the real difference between hindu and muslim communities. The mean values and their standard deviation are considered to reach the real conclusions. The following results were concluded after survey and statistical analysis of data.

Results

1. There is no significant difference observed between the mean of personality traits among the Hindu and Muslim community students.
2. There is the significant difference observed between the mean of personality traits among the Arts and science students.
3. There is the significant difference observed between the mean of personality traits among the Boys and Girls community students.
4. Interaction of community and education stream has the significant effect on the Personality traits.
5. Interaction of community and Gender has the significant effect on the Personality traits.
6. Interaction of Education and Gender has no significant effect on the Personality traits.
7. Interaction of Community, Education stream and Gender has the significant effect on the Personality traits.

The guiding remarks of the study / Future aspects

1. The study of insecurity, aggression and personality traits among the hindu and muslim in other government and non-government colleges.
2. The study of insecurity, aggression and personality traits among the student groups, divided on the basis of economical status.
3. The study of insecurity, aggression and personality traits among the rural and urban student groups
4. The study of insecurity, aggression and personality traits among the student groups, studying and not studying in the colleges.
5. The study of insecurity, aggression and personality traits among the school students.
6. The study of other psychological factors like stress, adjustment and depression among the students.
7. The other communities instead of hindu and muslim in this study can be taken for further study.
8. The similar study can also be executed by extending the sample size of presented study.

Usefulness of present study

1. In present time, there are so many psychological abnormalities are coming in light among the student especially studying in college. They are found to frequently suffering with the mile psychological abnormalities like stress, adjustment, depression, insecurity and aggression. So, the present study may help the college student by guiding them properly in regards with these abnormalities and also in preventing the occurrence of such types of abnormalities.
2. The youth is influenced by various psychological problems in today's competitive era. Problems like insecurity and aggression suppressed their development. The information of students who are already suffering from these abnormalities may help the student to come up from the aforementioned abnormalities.
3. On the basis of this study, we can compare the degree of insecurity and aggression between the hindu and muslim community students.
4. We can identify the difference between the personality traits among the hindu and muslim community students.
5. On the basis of the conclusion of the present research, Professors of the college can deliver the lecture of the awareness against such type of abnormalities, their causatives and measure to protect us from their attacks.
6. The degree of aggression among the hindu and muslim community, their comparisons and causatives can be revealed from the present study.
7. The real situation of student in college can be addressed by the present research, the personality related difference among various group can be studied.

Limitations of present study

1. The present study is limited to the government and non-government colleges of only Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges of other territory.
2. The present study is concerning only to Sardar Patel University. Therefore, we can't get an idea about the student of other university.

A Comparative Study of Personality Trait among Hindu and Muslim College Students

3. The present study is limited to the Arts and Sciences colleges of Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges like commerce and engineering.
4. The present study is limited to only hindu and muslim community. Therefore, we can't get an idea about the student of other communities.
5. The present study is limited to the Graduate student only. Therefore, we can't get an idea about the student of post graduate and above level.
6. The present study is limited to the only three psychological disorders like Isecurity, Aggression and Personality traits among students. Therefore, we can't get an idea about the other problem among the students.

REFERENCES

- A. P. Singh (1984)** ‘A Study of Occupational Stress, Insecurity and Work. Involvement among the First Class Industrial Supervisors’
- A.K.S. Kushwaha and B. Hasan (January-July, 2005)** Career Decision Making as a Function of Personality Dimension and Gender.
- Archana Tyagi (January, 2008)** Personality Profiles Identification Using MBTI Test for Management Students: An Empirical Study.
- Argyle, M.(1987)** The psychology of happiness, London: Methuen.
- Argyle, M.(1999)** causes, and N. Schwarz correlates of happiness in D. Kahneman, E. Diener and Schwarz; (Eds). Well being: the foundation of hedonic psychology (pp 353-375) New York: Sag.
- Basgell, J.A. and Snyder, C.R.(1988)** Excuses in waiting external locus of control and social psychology Vol-54, pp 656-662.
- Berkowitz :** “A survey of social psychology.
- Bhogle, S., and Jay Prakash, I.S. (1995)** Development of the psychological well being questionnaire, Journal of personality and clinical studies, Vol 11 (1&2) pp 5-9.
- Bindu Gupta (January, 2008)** Role of Personality in Knowledge Sharing and Knowledge Acquisition Behaviour.
- Boor, M. (1976)** Relationship of internal / external control and national suicide rates journal of social psychology Vol 100 pp. 143-144.
- Burger, J.M. (1984)** Desire for control, locus of control and proneness to depression journal personality, Vol-34, pp 71-89.
- Burger, J.M. (2000)** Personality, “wads worth Thomson learning united states of America.
- Buss (1961):** “psychology its study and user lovis H jander.” Karin E kienke hamel New York.
- Buss (1961):** “The psychology of Aggression.”
- Dollard J. Doob, L.W. Miller, N.E. Mowver. Sears R.R. :** “Frustation and Aggression.”
- Dr. dhila B.D. :** psychology part (1) “sambhav cheritable trust publisher, ahmedabad 1st aavruti jan. (2002)
- Dr. parikh B.A. : ”**psychology theory of system” university granth nirman board, ahmedabad.

- English Horance B** : Dynamics of child. Development” New York Holt Rinenart and Winston in (1967)
- G.C. Pati (1974):** “Manual for insecurity questionarie rupa psychological center Varansasi.”
- Garret HE (1961)** : General psychology new delhi Eurasia publisnia.
- Gnufran M. (2006).** Kumaun University, Uttaranchal ‘Impact of attributional style and gender difference on insecurity feeling’
- Goode, W.J. And hatt, P.K. (1962)** “method the social research, me graw hill, kagaushea htd, tokeyo.
- Hilgard Ernest R (1962)** : “introduction to psychology” repeat hart davis Ltd. Sonosauare London 3rd ed.
- J. M. Asgarali Patel and K. Rajendran (January, 2007).** E-Culture and Personality Dimensions among University Students
- Lefcourt H.M. (1982)** Locus of control: current in theory and research hills dele NJ: Erlbaum.
- Lehner and Kude** : the dynamic of personal adjustment prentics hall, in c NJ(1964) : 2nd ed.
- M. Ghufuran (2006):** impact of attributional style and gender difference of insecurity feelling.
- Mandeep Sharma, Kaveri, Nov Rattan Sharma and Amrita Yadava Mahrishi Dayanad, University, Rohtak (July, 2010).** Personality Factors as Correlates of Health among Adults
- Mr. Patel Sandip N. (2010),** Sardar Patel University ‘Study of insecurity, stress and Depression in upper and lower class youth’
- Myers, D.G. And dinner, (1997).** The pursuit of happiness science, vol-6 pp 10-19.
- Myers, D.G. And dinner, E. (1995)** who is happy? psychological science, vol-6 pp. 10-19.
- Nelson, E.S. and mathina, K.E. (1974),** “The relationship among college student locus of control learning style and self prediction of gredes.” Education research and perspectives, Vol-22 pp-110-117.
- Parekh A.C. , Dixit S.K. (1995).** Statistical analysis in psychological research, champa publication, junagadh.
- Patel S.N. (2013).** A comparative study of ‘insecurity’ in higher and lower class youth. ACME International journal of multidisciplinary research. Vol-1, issue: 7, page-23.
- Patel S.N. (2013).** A comparative study of ‘self-context insecurity’ in upper and lower class youth. Global research analysis. Vol-2, issue-10, page-28.
- Patel S.N. (2013).** A comparative study of ‘study context insecurity’ in upper and lower class youth. Gsujrat manovigyan darshan – journal of psychology and education. Vol-12, issue-16, page-59.

- Patel S.N. (2013).** A comparative study of ‘survival context insecurity’ in upper and lower class youth. PERIPEX- Indian journal of research Vol-2, issue-6, page-23.
- Pro. Shah N.G. And Dr. Panchal dinesh (2003) :** “social psychology “ suchita publisher ahmeabad.
- R.N. Rai R.C. Pandey and Kishore Kumar (October, 2009),** Perceived Parental Rearing Style and Personality among Khasi Adolescents
- Raja B. (april 1982).** A comparative study of the feeling of insecurity and degree of purpose in life among the aurally handicapped and non-handicapped male and females, A dissertation report guide Dr. bhatt I.D. Baroda.
- Roberts, Ron goding jhon , towell tony (1998)** “students finals and mental health” (c) APA/PSYC INFO All rights reserved so: psychologist 489-491.
- Rohtash Singh and Hardeep Lal Joshi (July, 2008)** Suicidal Ideation in Relation to Depression, Life Stress and Personality among College Students.
- Rosenzweig saul need persistie and ego depensive reaction to frustration as demonstra ted. By an experiment on repression. Psychological review XL VIII (1941)
- Shah A.G. (1989).** Research methodology 3rd edition, anada publication, ahemdabad.
- Sibnath Deb and Aparna Mukherjee (January, 2009) Calcutta University, Kolkata.** Impact of Sexual Abuse on Personality Disposition of Girl Children
- Suvarna Joshi and Nutan kumar S. Thingujam (January, 2009)** Perceived Emotional Intelligence and Marital Adjustment: Examining the Mediating Role of Personality and Social Desirability
- Upagya Rai and Indramani L. Singh (January, 2009),** Banaras Hindu University, Varanasi, Personality Type and Cued Vigil Performance
- Vijaya Lakshmi Nagarjuna and Sireesha Mamidenna (july, 2008),** Personality Characteristics of Commerce and Engineering Graduates – A Comparative Study.
- Yagnik L.R. dhila B.D. And chothani K.B.(2004):** research methodology akshar publication raypur, ahmedabad.



The International Journal of
INDIAN PSYCHOLOGY

Submission open for Volume 2, Issue 3 and 4: 2015

The International Journal of Indian Psychology is proud to accept proposals for our 2013 and 2014 Issues. We hope you will be able to join us. For more information, visit our official site: www.ijip.in

Submit your Paper to,

At via site: <http://ijip.in/index.php/submit-paper.html>

Topics:

All areas related to Psychological research fields are covered under IJIP.

Benefits to Authors:

- Easy & Rapid Paper publication Process
- IJIP provides "Hard copy of full Paper" to Author, in case author's requirement.
- IJIP provides individual Soft Copy of "Certificate of Publication" to each Authors of paper.
- Full Color soft Copy of paper with Journal Cover Pages for Printing
- Paper will publish online as well as in Hard copy of journal.
- Open Access Journal Database for High visibility and promotion of your research work.
- Inclusions in all Major Bibliographic open Journal Databases like Google Scholar.
- A global list of prestigious academic journal reviewers including from WHO, University of Leipzig, University Berlin, University Hamburg, Sardar Patel University & other leading colleges & universities, networked through RED'SHINE Publication. Inc.
- Access to Featured rich IJIP Author Account (Lifetime)

Formal Conditions of Acceptance:

- Papers will only be published in English.
- All papers are refereed, and the Editor reserves the right to refuse any manuscript, whether on invitation or otherwise, and to make suggestions and/or modifications before publication.

Publication Fees:

₹500/- OR \$ 15 USD for Online and Print Publication (All authors' certificates are involved)

₹299/- per Hardcopy (Size A4 with standard Biding)

Use Our new helpline number: 0 76988 26988

**Edited, Printed and Published by RED'SHINE Publication. (India) Inc.
on behalf of the RED'MAGIC Networks. Inc.**

86: Shradhdha, 88 Navamuvada, Lunawada, Gujarat-389230

www.redshinepub.eu.pn | info.redshine@asia.com | Co.no: +91 99 98 447091